

GRADE 2

Communities Here and across the World

Standard 2-1: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

2-1.2: Compare the historic traditions, customs, and cultures of various regions in the United States, including how traditions are passed between and among generations. (G, H)

Taxonomy Level: B 2 Understanding /Conceptual Knowledge

Previous/future knowledge: In first grade (1-1.2 and 1-1.3) students learned the ways in which people are both alike and different from one another in different regions of the United States and the world, including their culture, language, and jobs and also learned to illustrate their personal and family histories on a time line. In fifth grade (5.3.4) students will learn to summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, and the cultural and economic contributions they made to this nation. They will also understand changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict (5-4.1).

It is essential for students to know how family traditions and customs are passed down from each generation. Students should know how to create a timeline of family events and how to use graphic organizers to compare cultural regions of the United States.

It is not essential for students to know how to make comparisons of traditions, customs and cultures of other nations beyond the United States. Students do not need to compare regional features beyond culture and tradition or features related to geography, political, resources and trade.

Assessment guidelines:

Appropriate assessment requires students to *compare* historic traditions, customs, and cultures of various regions in the U.S. and to *understand* how traditions are passed on; therefore, the primary focus of assessment should be to *compare* characteristics of various regions in the United States.

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